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ABSTRACT

This manual was prepared to guide educators in developing curriculum using performance (behavioral) objectives that include content information. The material is presented in three units: writing a unit of instruction, teaching a unit of instruction, and supplementing a unit of instruction. Each unit contains terminal and specific objectives for the teacher, suggested activities and instructional materials, information sheets (definitions, components, and procedures for the performance objectives), and teacher assignment sheets and tests. Instructions for writing specific vocational job sheets and for orienting students to jobs are included in the units. The manual is intended to present the material so that the teacher will be able not only to write but also to teach and supplement the unit performance objectives developed in this format. (MF)

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UNIT OF INSTRUCTION

WRITING
TEACHING
SUPPLEMENTING

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FOREWORD

Much has been written concerning the development of curriculum using performance (behavioral) objectives the past few years. But where are the instructional materials that were developed using this approach? This is the problem facing curriculum writers today. Everyone is talking about developing curriculum using performance objectives, but when it gets right down to it, they are doing very little. Stating performance objectives so they can measure the observable outcome of the student is not a difficult task. The hard part of curriculum development is the development of content information (both in the cognitive and psychomotor domains) needed in order to reach the stated objectives.

It is the opinion of curriculum writers that teachers, teacher-educators, and school administrators need extensive leadership in the development and use of such instructional materials. This manual has been designed specifically for individuals who really do care about students and want students to be able to achieve at a higher rate of accuracy. Much of the previously written material concerning performance objectives has been descriptive with little if any performance. By using this you will not only be capable of writing a unit of instruction, but should also have the ability to adequately teach and supplement units of instruction developed on this format.

At the close of the manual, you should be able to say that the unit of instruction approach to teaching is THE way because all the resources are focused toward a measurable outcome. The student should be able to perform at a higher level because both the student and the instructor know exactly where each is going.

Bob Patton
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WRITING A UNIT OF INSTRUCTION
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the participant should be able to list the components of a unit of instruction and demonstrate the ability to use these components in writing a unit of instruction. The participant should be able to write a terminal objective, specific objectives stated in terms of student performance, and task assessments for each specific objective. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the participant should be able to:

1. Match terms associated with writing a unit of instruction to the correct definition.
2. Name three basic components of a performance objective as used by the Curriculum and Instructional Materials Center.
3. Select three components of a performance stated objective when given the objective.
4. Distinguish between a terminal objective and a specific objective.
5. Match three taxonomies of educational objectives with the correct definition.
6. Name nine basic performance terms used by the CIMC.
7. Name eight components of a unit of instruction.
8. Name seven advantages of using a unit of instruction.
9. Distinguish between a unit of instruction and a lesson plan.
10. Discuss in a short paragraph the procedure for writing an information sheet.
11. Distinguish between an assignment sheet and a job sheet.
12. Name four parts of a job sheet.
13. Name four important factors to consider when writing tests to measure specific objectives.
14. Demonstrate the ability to:
    a. Distinguish between a performance stated objective and a nonperformance stated objective.

b. Write performance stated objectives using each of the nine performance terms.

c. Write test questions when given the specific objectives.

d. Write a terminal objective containing the three components used by the CIMC on a subject of his or her choice.

e. Write the specific objectives stated in terms of student performance needed in order to reach the terminal objective previously written.

f. Write a unit of instruction using the eight components on a subject of his or her choice.

WRITING A UNIT OF INSTRUCTION
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide participants with objective sheet.

B. Provide participants with information and assignment sheets.

C. Make transparencies.

D. Discuss terminal and specific objectives.

E. Discuss information and assignment sheets.

F. Direct participants through the different learning paths for each specific objective.

G. Discuss and show an example of using a standard format in writing a unit of instruction.

H. Give test.

II. Participant:

A. Read objectives.

B. Study information sheet.

C. Complete each assignment sheet.

D. Make sure you are able to perform according to the type of performance called for by each specific objective.

E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Transparency masters

1. TM 1--Components of Behavioral Objectives

2. TM 2--Performance Terms

3. TM 3--Advantage of Using a Unit of Instruction

D. Assignment sheets

1. Assignment Sheet #1--Distinguish Between Performance Stated Objectives and Nonperformance Stated Objectives

2. Assignment Sheet #2--Write Specific Objectives Using the Nine Performance Terms

3. Assignment Sheet #3--Write Test Questions to Measure Specific Objectives

4. Assignment Sheet #4--Write a Terminal Objective

5. Assignment Sheet #5--Write Specific Objectives

6. Assignment Sheet #6--Write a Unit of Instruction

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References:

A. Handouts. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education.

B. McAshan, H. H. *Writing Behavioral Objectives*. New York: Harper and Row.

C. Popham, W. James and Eva L. Baker. *Systematic Instruction*. Englewood Cliffs, New Jersey: Prentice-Hall Inc.

D. Walbesser, Henry H., Edwin B. Kurtz, Larry D. Goss, and Richard M. Robl. *Constructing Instruction Based on Behavioral Objectives.*

E. Mager, Robert F. *Preparing Instructional Objectives*. Belmont, California: Fearon Publishers, 1962.

WRITING A UNIT OF INSTRUCTION
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Performance objective--The statement of performance that instruction is to produce stated in terms of observable or measurable student performance

(NOTE: Performance objectives are sometimes referred to as behavioral objectives.)

B. Terminal objective--An objective stating the subject matter to be covered in terms of student performance within a unit of instruction

C. Specific objective--An objective stating the performance required of the student in order to reach the terminal objective

(NOTE: A specific objective is sometimes referred to as interim, sub, enabling, or subordinate objective.)

D. Evaluation--The performance, activity, or instrumentation that will be utilized as a means for the student to demonstrate his achievement of performance objectives

(NOTE: These activities may be verbal, nonverbal, manipulative, or any type of performance, provided it is appropriate for measuring the goal as stated in the performance objective.)

E. Criterion reference test--An evaluation instrument employed to assess the degree to which the performance of the student meets predetermined levels of achievement

(NOTE: The unit test is a criterion test.)

F. Taxonomy--A classification system

(NOTE: Objectives are based on *Bloom's Taxonomy of Educational Objectives.*)

G. Learning--A change in performance due to an educational experience

H. Unit of instruction--The material or instruction for one or more class periods

(NOTE: It should contain precise instructional objectives, pretest, activities, criterion check, unit test, and resources.)

INFORMATION SHEET

I. Lesson plan--A plan of instruction for a single class period

(NOTE: It should contain instructional objectives, learner activities, teacher activities, time estimates, and assignments.)

J. Assignment sheet--An instrument which directs the study to be done or assignment to be carried out by the student as stated in the objective

K. Information sheet--A sheet containing essential facts such as: terms, equipment, materials, and processes necessary for reaching a measurable objective of an instructional unit

L. Job sheet--A guide sheet giving complete references and instructions on how to perform in the proper sequence the operations necessary to successfully complete a production job

(NOTE: It contains the name of the job, drawings, materials, and a list of tools needed.)

II. Basic components of a performance objective

A. Exhibitor of performance--Who

B. Observable performance--What (action verb)

(NOTE: The action that the objective calls for.)

C. Acceptable responses--How much

(NOTE: The evaluation or acceptable performance that is called for in the objective.)

III. Selecting components of performance objectives (Transparency 1) (Assignment Sheet #1)

Example: Objective: After completion of this unit, the student will be able to identify twenty range plants found in his local community with 90 percent accuracy.

A. Who exhibits performance? Student

B. What observable performance? Identify

C. What responses are acceptable? 90 percent accuracy

IV. Terminal objective and specific objective

A. Terminal objective--An objective stating subject matter to be covered in terms of student performance within a unit of instruction

INFORMATION SHEET

Example: After completion of this unit, the participant should be able to list the components of a unit of instruction and demonstrate the ability to use these components in writing a unit of instruction. The participant should be able to write a terminal objective, specific objectives stated in terms of student performance, and task assessments for each specific objective. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

B. Specific objective--One of the objectives stating the performance required of the student in order to reach the terminal objective

Example: After completion of this unit, the student should be able to distinguish between a terminal and a specific objective.

V. Taxonomies of educational objectives

A. Cognitive domain--An objective dealing with thinking, knowing, and problem solving

B. Affective domain--An objective dealing with the attitudes, values, interest, appreciation, and social-emotional adjustments

C. Psychomotor domain--An objective dealing with a manipulative or motor skill as well as a concern for process or product or both

VI. Performance terms (Transparency 2) (Assignment Sheet #2)

A. Name

B. Identify

C. State a rule

D. Apply a rule

E. Describe

F. Distinguish

G. Order

H. Construct

I. Demonstrate

(NOTE: These are the most commonly used performance terms, however, other terms as well as synonyms may be used.)

INFORMATION SHEET

VII. Components of a unit of instruction

A. Performance objectives

B. Information to reach objectives

C. Transparency masters if needed

D. Assignment sheet for a written or problem solving performance

E. Job sheet for a skill development

F. Test

G. Answers to test

H. Suggested activities

VIII. Advantages of using a unit of instruction (Transparency 3)

A. All resources are focused toward a measurable goal

B. Curriculum is more easily managed

C. Teacher and student can work toward specific measurable goals

D. Teacher is able to fill a broader role

E. Individual needs of students are more easily identified

F. Programs can be refined through the revision of small units

G. Students are more highly motivated

IX. Unit of instruction and lesson plan

A. Unit of instruction--The materials or information necessary for one or more class periods

(NOTE: A unit of instruction may contain the following eight components which are determined by the specific objectives.)

1. Objectives stated in terms of student performance

2. Suggested activities

(NOTE: These are included only with teacher material.)

a. Teacher

b. Student

3. Information sheet

4. Job sheets

5. Assignment sheets

6. Transparency masters

7. Test

(NOTE: These are packaged separately in student material.)

8. Answers to test

(NOTE: Depending on the objective, items 4, 5, and 6 may or may not be included in the material. Answers to test are included only in teacher material.)

B. Lesson plan--A plan of instruction for a single class period

(NOTE: The lesson plan should contain the following components:)

1. Instructional objectives

2. Learner activities

3. Teacher activities

4. Assignments

(NOTE: Assignments are included only if the objective calls for this type activity.)

X. Procedure for writing an information sheet

A. Sequence information with objectives

B. Write only information necessary for reaching specific objectives

C. Include knowledge items necessary for motor performance activities

D. Should be in topical outline form

XI. Assignment sheet and job sheet

A. Assignment sheet--An instrument which directs the study to be done or assignment to be carried out by the student as stated in the objective

(NOTE: The assignment sheet may include questions to determine how well the lesson has been learned for student self-assessment or as a criterion check.)

INFORMATION SHEET

B. Job sheet--A guide sheet giving complete references and instructions on how to perform in the proper sequence the operations necessary to successfully complete a production job

XII. Parts of a job sheet

A. Tools and equipment needed

B. Materials needed

C. Step-by-step procedure for performing the job

D. Diagram of procedure

Example:

INTRODUCTION TO PLUMBING
UNIT VII

JOB SHEET #2--REAMING PIPE

Ream pipe according to the instructions and procedures given. Ream two pieces of 3/4 inch pipe eight inches long and one piece of 1/2 inch pipe eight inches long. Turn in to the instructor for evaluation.

I. Tools and materials needed

A. Tools

1. Vise

2. Burr reamer

3. Carpenter brace

B. Materials

1. Two pieces of 3/4 inch pipe eight inches long

2. One piece of 1/2 inch pipe eight inches long

II. Procedure

A. Fasten pipe in vise allowing four inches to extend from vise

B. Place reamer in line with pipe

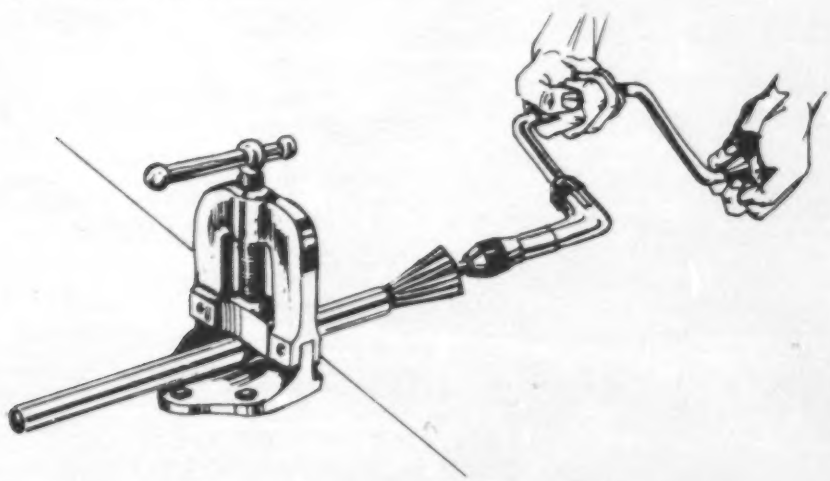
INFORMATION SHEET

C. Turn reamer clockwise until inside burr is cut away

D. Remove reamer and check with finger to see if burr is cut away

(NOTE: Do not cut more than necessary as first threads on pipe will be weakened.)

III. Diagram of procedure



XIII. Factors to consider when writing tests (Assignment Sheet #3)

A. Test for each specific objective

B. Use both cognitive and motor performance test items

C. Test for the same performance as called for by specific objectives

(NOTE: The objective may call for process or product evaluation or both as determined by the objective.)

D. Sequence test items with objectives

XIV. Objectives (Assignment Sheets #4, #5, and #6)

A. Performance--An objective indicating student performance which is readily measurable

B. Nonperformance--An objective that does not indicate student performance that can be measured

Examples:

1. Nonperformance--The student should grasp the significance of maintaining a clean shop

2. Performance--The student should be able to match the four classes of fire with statements defining each class

Components of Behavioral Objectives

1. Who is to exhibit the behavior?
2. What observable performance (action) is the learner expected to exhibit?
3. What responses are acceptable?

After completion of Unit III, the student should be able to solve story problems which involve addition of one-digit, two-digit, and three-digit numbers with 85% accuracy.

After completion of Unit I, the student will be able to distinguish between external and internal parasites with 100% accuracy.

1. Who exhibits behavior?
2. What observable performance?
3. What responses are acceptable?

PERFORMANCE TERMS

Name	Identify	State a Rule
Apply a Rule	Describe	Distinguish
Order	Construct	Demonstrate

Advantages of Using a Unit of Instruction

A. All resources are focused toward a measurable goal.

B. Curriculum is more easily managed.

C. Teacher and student can work toward specific measurable goals.

D. Teacher is able to fill a broader role.

E. Individual needs of students are more easily identified.

F. Programs can be refined through revision of small units.

G. Students are more highly motivated.

WRITING A UNIT OF INSTRUCTION
UNIT I

ASSIGNMENT SHEET #1-DISTINGUISH BETWEEN PERFORMANCE STATED OBJECTIVES AND NONPERFORMANCE STATED OBJECTIVES

Read the following list of statements. Indicate "Yes" when the statement describes observable student performance or "No" when the statement does not describe observable student performance.

(NOTE: The statement need not constitute a complete objective to describe observable student performance.)

Yes No 1. The student will be able to read and understand the meaning of a poem within thirty minutes.

Yes No 2. The student will be able to distinguish between a terminal and a specific objective.

Yes No 3. The student will be able to identify twenty trees found growing in the community with ninety percent accuracy.

Yes No 4. The student will be able to construct a bar graph showing last week's temperature range to the satisfaction of the instructor.

Yes No 5. The student will be able to understand the meaning of Ohm's law as related to electricity to the satisfaction of the instructor.

Yes No 6. The teacher will be able to demonstrate the ability to adjust idle speed on a Carter carburetor according to the specifications in the operator's manual.

Yes No 7. The student will be able to calculate the cost of operating an electric motor for four hours with one-hundred percent accuracy.

Yes No 8. The student will be able to demonstrate shorthand skill by transcribing dictation from a tape with a maximum of three errors.

Yes No 9. The student will be able to illustrate the relationship between supply and demand by drawing each on a bar graph that has a point of intersection with eighty-five percent accuracy.

Yes No 10. The student will be able to demonstrate the ability to lead a group discussion according to *Robert's Rules of Order*.

WRITING A UNIT OF INSTRUCTION
UNIT I

ASSIGNMENT SHEET #2--WRITE SPECIFIC OBJECTIVES USING THE NINE PERFORMANCE TERMS

Using each of the nine performance terms listed below, write a behaviorally stated objective.

(NOTE: Do not use synonyms.)

After completion of the instruction, the student should be able to:
1. Name

After completion of the instruction, the student should be able to:
2. Identify

After completion of the instruction, the student should be able to:
3. State a rule

After completion of the instruction, the student should be able to:
4. Apply a rule

After completion of the instruction, the student should be able to:
5. Describe

After completion of the instruction, the student should be able to:
6. Distinguish

After completion of the instruction, the student should be able to:
7. Order

ASSIGNMENT SHEET #2

After completion of the instruction, the student should be able to:

8. Construct

After completion of the instruction, the student should be able to:

9. Demonstrate

WRITING A UNIT OF INSTRUCTION
UNIT I

ASSIGNMENT SHEET #3-WRITE TEST QUESTIONS TO MEASURE SPECIFIC OBJECTIVES

Write a test question to measure each of the specific objectives listed below. When completed return to instructor for evaluation.

(NOTE: Test for the same performance as used in the objective.)

After completion of this unit, the student should be able to:

1. Name five types of nails.

   Test question:

2. Classify parasites as external or internal.

   Test question:

3. Discuss in writing the difference between a two-cycle and a four-cycle engine.

   Test question:

4. Identify the five types of welding joints.

   Test question:

5. Apply the rule for figuring board feet.

   Test question:

6. Arrange six words in alphabetical order.

   Test question:

7. Construct a bar graph showing last week's price range of feeder cattle on the Oklahoma City Livestock Yards.

   Test question:

8. Demonstrate the ability to construct a butt weld using an E-6011 rod and 1/4 inch steel.

   Test question:

ASSIGNMENT SHEET #3

9. Define five terms associated with marketing livestock.

   Test question:

10. Identify the high-price cuts of a beef animal.

    Test question:

WRITING A UNIT OF INSTRUCTION
UNIT I

ASSIGNMENT SHEET #4--WRITE A TERMINAL OBJECTIVE

Write a terminal objective using the three necessary components on a subject of your choice.

WRITING A UNIT OF INSTRUCTION
UNIT I

ASSIGNMENT SHEET #5-WRITE SPECIFIC OBJECTIVES

Write specific objectives stated in terms of student performance needed in order to reach the terminal objective previously written in Assignment Sheet #4.

WRITING A UNIT OF INSTRUCTION
UNIT I

ASSIGNMENT SHEET #6--WRITE A UNIT OF INSTRUCTION

Using the standard format, write a unit of instruction on a subject of your choice using the eight needed components. Start the unit with the terminal objective and carry through to the evaluation or test. When completed turn in to instructor for evaluation.

WRITING A UNIT OF INSTRUCTION
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. No
2. Yes
3. Yes
4. Yes
5. No
6. No
7. Yes
8. Yes
9. Yes
10. Yes

Assignment Sheet #2

1. Name the five types of welding joints.
2. Identify the part of a plant when giving a drawing.
3. State the rule for calculating the amount of lumber in a board 2 x 4 x 16.
4. Apply the rule for calculating the amount of lumber in a board when given the rule and the dimensions of the board.
5. Describe in a short paragraph the operating procedures of a small gasoline engine.
6. Distinguish between external and internal parasites when given the parasites or an artist's drawing.
7. Order the following objects according to length.
8. Construct a bar graph showing last week's temperature range.
9. Demonstrate the ability to lead a group discussion for thirty minutes using *Robert's Rules of Order*

Assignment Sheet #3

1. Name five types of nails.

2. Using the list of parasites below, classify according to external or internal. Place an "E" in the blank if external and an "I" if internal.

   _____a. Lungworm

   _____b. Horsefly

   _____c. Stomach worm

   _____d. Tick

3. Discuss in a short paragraph the difference between a two-cycle and a four-cycle engine.

4. Using the illustrations below, identify the types of welding joints.

5. Apply the rule for figuring the amount of lumber in the following boards. The rule is width x lengh x thickness divided by 12.

   a. 12 x 4 x 16

   b. 2 x 6 x 24

6. Arrange the following words in alphabetical order.

   Peach, Apple, Plum, Orange, Grape, and Cherry

7. Using the information given, construct a bar graph showing last week's feeder cattle prices on the Oklahoma City Livestock Yards. Monday 34.50, Tuesday 34.40, Wednesday 36.75, Thursday 36.70, and Friday 37.50.

8. Performance evaluation will be given. Process or product

9. Define the following terms:

   a. Market

   b. Terminal market

   c. Trader

   d. Local auction

   e. Market is active

10. From the drawing below, identify the high-price cuts of beef.

Assignment Sheets #4, #5, and #6--Evaluated to the satisfaction of the instructor.

WRITING A UNIT OF INSTRUCTION
UNIT I

TEST

1. Match the terms on the right to the correct definition.

_____a.	An instrument which directs the study to be done or the assignment to be carried out by the student as stated in the objective	1. Performance objective
_____b.	The statement of performance that instruction is to produce stated in terms of observable or measurable student performance	2. Job sheet
_____c.	A guide sheet giving complete references and instructions on how to perform in the proper sequence the operations necessary to successfully complete a production job	3. Terminal objective
_____d.	An objective stating the subject matter to be covered in terms of student performance within a unit of instruction	4. Information sheet
_____e.	A plan of instruction for a single class period	5. Specific objective
_____f.	An objective stating the performance required of the student in order to reach the terminal objective	6. Evaluation
_____g.	A sheet containing essential facts such as: terms, equipment, materials, and processes necessary for reaching a measurable objective of an instructional unit	7. Assignment sheet
_____h.	The performance, activity, or instrumentation that will be utilized as a means for the student to demonstrate his achievement of performance objectives	8. Criterion reference test
_____i.	The material or instruction for one or more class periods	9. Lesson plan
		10. Taxonomy
		11. Unit of instruction
		12. Learning

_____j. An evaluation instrument employed to assess the degree to which the performance of the student meets predetermined levels of achievement

_____k. A classification system

_____l. A change in performance due to an educational experience

2. Name three basic components of a performance objective as used by the Curriculum and Instructional Materials Center.

a.

b.

c.

3. Select three components of a performance stated objective from the objectives given below.

a. After completion of this unit, the student should be able to list the five sources of farm credit. This knowledge will be evidenced by scoring eighty percent on the unit test

1)

2)

3)

b. After completion of this unit, the student should be able to identify the parts of a four-cycle engine and demonstrate his ability to disassemble and reassemble a gasoline engine. This knowledge will be evidenced through demonstration and by scoring eighty percent on the unit test.

1)

2)

3)

4. Distinguish between a terminal objective and a specific objective by placing an "X" to the left of the terminal objective.

_____a. After completion of this unit, the student will be able to list the names of four class members with ninety percent accuracy.

_____b. After completion of this unit, the student should be able to apply principles of parliamentary procedure and list characteristics of a good chairman. He should be able to match types of motions with their purpose and list characteristics of motions used in conducting a meeting. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on a unit test.

5. Match the taxonomies on the right to the correct definition.

_____a. An objective dealing with the attitudes, values, interest, appreciation, and social-emotional adjustments

_____b. An objective dealing with a manipulative or motor skill as well as a concern for process or product or both

_____c. An objective dealing with thinking, knowing, and problem solving

1. Psychomotor domain
2. Affective domain
3. Cognitive domain

6. Name nine performance terms used by the CIMC.

a.

b.

c.

d.

e.

f.

g.

h.

i.

7. Name eight components of a unit of instruction.

a.

b.

c.

d.

e.

f.

g.

h.

8. Name seven advantages of using a unit of instruction.

a.

b.

c.

d.

e.

f.

g.

9. Distinguish between a unit of instruction and a lesson plan by placing an "X" to the left of the statement which identifies a unit of instruction.

_____a. A plan of instruction for a single class period containing instructional objectives, learner and teacher activities and assignments.

_____b. Materials or information necessary for one or more class periods which include objectives, suggested activities, information sheets, job sheets, assignment sheets, transparency masters, test, and answers to the test.

10. Discuss in a short paragraph the procedure for writing an information sheet.

11. Distinguish between an assignment sheet and a job sheet by placing an "X" to the left of the statement which describes a job sheet.

_____a. An instrument which directs the study to be done or assignment to be carried out by the student as stated in the objective.

_____b. A guide sheet giving complete references and instructions on how to perform in the proper sequence the operations necessary to successfully complete a production job.

12. Name four parts of a job sheet.

a.

b.

c.

d.

13. Name four important factors to consider when writing tests to measure specific objectives.

    a.

    b.

    c.

    d.

14. Demonstrate the ability to:

    a. Distinguish between a performance stated objective and a nonperformance stated objective.

    b. Write performance stated objectives using each of the nine performance terms.

    c. Write test questions when given the specific objectives.

    d. Write a terminal objective containing the three components used by the CIMC on a subject of your choice.

    e. Write the specific objectives stated in terms of student performance needed in order to reach the terminal objective previously written.

    f. Write a unit of instruction using the eight components on a subject of your choice.

    (NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

WRITING A UNIT OF INSTRUCTION
UNIT I

ANSWERS TO TEST

1. a. 7
   b. 1
   c. 2
   d. 3
   e. 9
   f. 5
   g. 4
   h. 6
   i. 11
   j. 8
   k. 10
   l. 12
2. a. Exhibitor of performance--Who
   b. Observable performance--What (action verb)
   c. Acceptable responses--How much
3. a. 1) Student
      2) List
      3) Eighty percent
   b. 1) Student
      2) Identify and disassemble and reassemble
      3) Demonstration and eighty percent
4. b
5. a. 2
   b. 1
   c. 3

6. a. Name
   b. Identify
   c. State a rule
   d. Apply a rule
   e. Distinguish
   f. Describe
   g. Order
   h. Construct
   i. Demonstrate
7. a. Performance objectives
   b. Information to reach objectives
   c. Transparency masters if needed
   d. Assignment sheet for a written or problem solving performance
   e. Job sheet for a skill development
   f. Test
   g. Answers to test
   h. Suggested activities
8. a. All resources are focused toward a measurable goal
   b. Curriculum is more easily managed
   c. Teacher and student can work toward specific measurable goals
   d. Teacher is able to fill a broader role
   e. Individual needs of student are more easily identified
   f. Programs can be refined through the revision of small units
   g. Students are more highly motivated
9. b
10. Discussion should include:
   a. Sequence information with objectives
   b. Write only information necessary for reaching specific objectives

c. Include knowledge items for motor performance activities

d. Should be in topical outline form

11. b

12. a. Tools and equipment needed

b. Materials needed

c. Step-by-step procedure for performing the job

d. Diagram of procedure

13. a. Test for each specific objective

b. Use both cognitive and motor performance test items

c. Test for the same performance as called for by specific objectives

d. Sequence test items with objectives

14. Evaluated to the satisfaction of the instructor.

TEACHING A UNIT OF INSTRUCTION
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the participant should be able to name methods of disseminating information, content, and materials and select the method that would work best for his (her) teaching situation. He should be able to develop competencies for use when teaching by the unit of instruction approach. This knowledge and skill will be evidenced through actual demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the participant should be able to:

1. Match terms associated with teaching a unit of instruction to the correct definition.
2. Distinguish between a unit of instruction and a lesson plan.
3. Name three methods of disseminating the student material.
4. Arrange in order the procedures a teacher should follow prior to teaching a unit of instruction.
5. Name three functions of performance objectives as they relate to the teaching-learning process.
6. Discuss in a short paragraph three points concerning "when" and "how" performance (behavioral) objectives should be used in a unit of instruction.
7. Name two purposes of the information sheet contained within a unit of instruction.
8. Discuss in a short paragraph the procedure to follow in creating student discussion when using the unit of instruction approach to teaching.
9. Discuss in a short paragraph how you as a teacher, teaching a unit of instruction, would go about "localizing" and "personalizing" the material to the community and the student.
10. Name two means of supplementing a unit of instruction for classroom use.
11. Select factors which indicate when a transparency or transparency master should be used.
12. Name two purposes of assignment sheets and job sheets.

13. Name five ways to use and administer the unit test.

14. Demonstrate the ability to:

    a. Present motivational points when given performance objectives on a unit of instruction of your choice from the curriculum manuals.

    b. Teach a unit of instruction and administer the unit test on a subject of your choice using a unit from one of the curriculum manuals.

TEACHING A UNIT OF INSTRUCTION
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss terminal and specific objectives.

D. Discuss information and assignment sheets.

E. Direct student through the different learning paths for each specific objective.

F. Demonstrate an acceptable procedure for teaching a unit of instruction using a variety of teaching methods.

G. Give test.

II. Student:

A. Read objectives.

B. Study information sheet.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Present Motivational Points When Given Performance Objectives

2. Assignment Sheet #2--Teach a Unit of Instruction

D. Test

E. Answers to test

II. References:

A. Handout on Methods of Instruction. Stillwater, Oklahoma: Agricultural Education Department, Oklahoma State University, 1972.

B. Popham, W. James and Eva L. Baker. *Systematic Instruction.* Englewood Cliffs, New Jersey: Prentice-Hall Inc.

C. Gronlund, Norman G. *Stating Behavioral Objectives For Classroom Instruction.* New York: The Macmillan Company, 1970.

D. Mager, Robert F. *Preparing Instructional Objectives.* Belmont, California: Fearon Publishers, 1962.

TEACHING A UNIT OF INSTRUCTION
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Performance (behavioral) objective--The statement of performance that instruction is to produce stated in terms of observable or measurable student performance

B. Terminal objective--An objective stating the subject matter to be covered in terms of student performance within a unit of instruction

C. Specific objective--An objective stating the performance required of the student in order to reach the terminal objective

(NOTE: A specific objective is sometimes referred to as an interim, sub, enabling, or subordinate objective.)

D. Evaluation--The performance, activity, or instrumentation that will be utilized as a means for the student to demonstrate his achievement of performance objectives, provided it is appropriate for measuring the goal as stated in the performance (behavioral) objective

(NOTE: Such activities may be verbal, nonverbal, written, or manipulative.)

E. Criterion reference test--An evaluation instrument employed to assess the degree to which the performance of the student meets predetermined performance levels of achievement

(NOTE: Criterion tests are often referred to as criterion reference tests.)

F. Norm reference test--A test devised to facilitate comparisons among individuals

G. Learning--A change in performance due to an educational experience

H. Motivation--Process of stimulating the need or desire to act

I. Localizing--Making materials relevant to the community

J. Personalizing--Making materials relevant to the individual

K. Information sheet--A sheet containing essential facts such as: terms, equipment, materials, and processes necessary for reaching a measurable objective of an instructional unit

INFORMATION SHEET

L. Assignment sheet--An instrument which directs the study to be done or assignment to be carried out by the student as stated in the objective

(NOTE: The assignment sheet may include questions to determine how well the lesson has been learned for student self-assessment or as a criterion check.)

M. Job sheet--A guide sheet giving complete references and instructions on how to perform in the proper sequence the operations necessary to successfully complete a production job

II. Unit of instruction and lesson plan

A. Unit of instruction--The materials or information necessary for one or more class periods

(NOTE: A unit of instruction may contain the following eight components which are determined by the specific objectives.)

1. Objectives stated in terms of student performance

2. Suggested activities

(NOTE: These are included only with teacher material.)

a. Teacher

b. Student

3. Information sheet

4. Job sheets

5. Assignment sheets

6. Transparency masters

7. Test

(NOTE: These are packaged separately in student material.)

8. Answers to test

(NOTE: Depending on the objective, items 4, 5, and 6 may not be included in the material. Answers to test are included only in teacher material.)

INFORMATION SHEET

B. Lesson plan–A plan of instruction for a single class period

(NOTE: The lesson plan should contain the following components:)

1. Instructional objectives
2. Learner activities
3. Teacher activities
4. Assignments

(NOTE: Assignments are included only if the objective calls for this type activity.)

III. Methods of disseminating student material

A. Unit at a time

B. Part of a unit

C. Entire manual

IV. Procedure a teacher should follow before teaching a unit of instruction

A. Review the unit

B. Review the references and additional up-to-date information or materials

C. Read the suggested activities

(NOTE: Follow instructions given for the instructor in the suggested activities.)

D. Have instructional materials ready to hand out

E. Motivate students

V. Functions of performance objectives as related to the teaching-learning process

A. Tells teacher what is to be taught

B. Aids teacher in organizing content

C. Aids the teacher in selecting a variety of methods to use

INFORMATION SHEET

D. Tells the students exactly what is expected of them

E. Provides a guide for performance evaluation for both the student and teacher

F. Utilizes action verbs for learning paths

G. May establish levels in learning process

VI. Use of performance objectives of a unit

A. Teachers should discuss the objectives when introducing the lesson

(NOTE: The students should know exactly what is expected of them after discussing the objectives.)

B. Teachers may use the objectives as a motivational tool

(NOTE: If the students know what they are expected to learn, they should be more interested.)

C. Objectives should be tied to local situations and personal goals

VII. Purposes of the information sheet

A. Focuses attention on discussion of the information to reach the objectives

B. Presents the information in an orderly manner

(NOTE: Information sheets can be used to take additional notes to clarify material or information contained therein. Additional information will be necessary for teacher-added objectives.)

VIII. Procedures to follow in creating student discussion

A. Motivate students before starting the lesson

(NOTE: Stress importance or the need to know.)

B. Use a variety of teaching methods

C. "Localize" and "personalize" the material contained in the information sheet

(NOTE: After some experience in teaching, the teacher will be able to recognize his students' interests.)

INFORMATION SHEET

IX. Ways of localizing and personalizing the material

A. Use student's personal experiences

B. Be able to give the "why"

C. Be able to apply material to that particular community

D. Draw on teacher's personal experiences

E. Allow students to suggest objectives

(NOTE: These are suggestions only and would depend on the material, teacher, community, and class as to use.)

X. Means of supplementing instruction

A. Audiovisuals including videotaping

B. Resource library

C. Inject presently used materials

D. Use of attention getters

E. Field trips

F. Resource persons

XI. Factors which indicate when a transparency or transparency master should be used

A. To reinforce a point

B. To clarify a point

C. To reach an objective

XII. Functions of assignment sheets and job sheets

A. Assignment sheets

1. Practice

2. Self-assessment

INFORMATION SHEET

B. Job sheets

1. Practice a job

2. Provide a list of materials, equipment, and tools needed

XIII. Ways to use and administer the unit test

A. Test may be given at the completion of each unit

B. Test may be broken up into smaller tests to fit teaching style

C. Depending on the length and difficulty of the unit, the test may be administered in part throughout the teaching of the unit

D. If objectives are modified, added, or deleted, the test must be modified to fit

E. Unit test items may be sampled for nine weeks tests as well as semester tests

F. Test may be administered as a pretest

TEACHING A UNIT OF INSTRUCTION
UNIT II

ASSIGNMENT SHEET #1--PRESENT MOTIVATIONAL POINTS WHEN GIVEN PERFORMANCE OBJECTIVES

Select a unit of instruction from one of the curriculum manuals. Use the objectives and information provided in the unit to present motivational points. This could be videotaped and evaluated by the participant.

TEACHING A UNIT OF INSTRUCTION
UNIT II

ASSIGNMENT SHEET #2-TEACH A UNIT OF INSTRUCTION

Select a unit of instruction from one of the curriculum manuals. Each participant could use a videotape machine to tape the teaching procedure of the unit. The participant should also select the way to administer the unit test that would best fit the situation.

TEACHING A UNIT OF INSTRUCTION
UNIT II

TEST

1. Match terms associated with teaching a unit of instruction on the right to their correct definition.

_____a.	An objective stating the performance required of the student in order to reach the terminal objective	1. Performance (behavioral) objective
_____b.	A test devised to facilitate comparisons among individuals	2. Terminal objective
_____c.	Making materials relevant to the community	3. Specific objective
_____d.	A guide sheet giving complete references and instructions on how to perform in the proper sequence the operations necessary to successfully complete a production job	4. Evaluation
_____e.	An objective stating the subject matter to be covered in terms of student performance within a unit of instruction	5. Criterion reference test
_____f.	An evaluation instrument employed to assess the degree to which the performance of the student meets predetermined performance levels of achievement	6. Norm reference test
_____g.	Process of stimulating the need or desire to act	7. Learning
_____h.	An instrument which directs the study to be done or the assignment to be carried out by the student as stated in the objective	8. Motivation
		9. Localizing
		10. Personalizing
		11. Assignment sheet
		12. Job sheet
		13. Information sheet

_____i. The statement of performance that instruction is to provide stated in terms of observable or measurable student performance

_____j. The performance, activity, or instrumentation that will be utilized as a means for the student to demonstrate his achievement of performance objectives, provided it is appropriate for measuring the goal as stated in the performance (behavioral) objective

_____k. A change in performance due to an educational experience

_____l. Making materials relevant to the individual

_____m. A sheet containing essential facts such as: terms, equipment, materials, and processes necessary for reaching a measurable objective of an instructional unit

2. Distinguish between a unit of instruction and a lesson plan by placing an "X" in front of the statement describing a lesson plan.

_____a. The material or instruction for one or more class periods

_____b. A plan of instruction for a single class period

3. Name three methods of disseminating the student material.

a.

b.

c.

4. Arrange in order the procedures a teacher should follow prior to teaching a unit of instruction by placing a "1" in the blank for the first step, a "2" in the blank by the second step, etc.

_____a. Motivate students

_____b. Read the suggested activities

_____c. Review the unit

_____d. Have instructional materials ready to hand out

_____e. Review the references and additional up-to-date information or materials

5. Name three functions of performance objectives as they relate to the teaching-learning process.

a.

b.

c.

6. Discuss in a short paragraph three points concerning "when" and "how" performance (behavioral) objectives should be used in a unit of instruction.

7. Name two purposes of the information sheet contained within a unit of instruction.

a.

b.

8. Discuss in a short paragraph the procedure to follow in creating student discussion when using the unit of instruction approach to teaching.

9. Discuss in a short paragraph how you as a teacher, teaching a unit of instruction, would go about "localizing" and "personalizing" the material to the community and the student.

10. Name two means of supplementing a unit of instruction for classroom use.

    a.

    b.

11. Select factors from the list below which indicate when a transparency or transparency master should be used by placing an "X" in the blank.

    _____a. To inject humor

    _____b. To reinforce a point

    _____c. To clarify a point

    _____d. To reach an objective

    _____e. To add color

12. Name two purposes of assignment sheets and job sheets.

    a. Assignment sheets

        1)

        2)

b. Job sheets

1)

2)

13. Name five ways to use and administer the unit test.

a.

b.

c.

d.

e.

14. Demonstrate the ability to:

a. Present motivational points when given performance objectives on a unit of instruction of your choice from the curriculum manuals.

b. Teach a unit of instruction and administer the unit test on a subject of your choice using a unit from one of the curriculum manuals.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

TEACHING A UNIT OF INSTRUCTION
UNIT II

ANSWERS TO TEST

1. a. 3
   b. 6
   c. 9
   d. 12
   e. 2
   f. 5
   g. 8
   h. 11
   i. 1
   j. 4
   k. 7
   l. 10
   m. 13
2. b
3. a. Unit at a time
   b. Part of a unit
   c. Entire manual
   d. Others that may be added by instructor
4. a. 5
   b. 3
   c. 1
   d. 4
   e. 2
5. Any three of the following
   a. Tells teacher what is to be taught
   b. Aids teacher in organizing content
   c. Aids the teacher in selecting a variety of methods to use

d. Tells the students exactly what is expected of them

e. Provides a guide for performance evaluation for both the student and teacher

f. Utilizes action verbs for learning paths

g. May establish levels in learning process

6. Discussion should include:

a. Teachers should discuss the objectives when introducing the lesson

b. Teachers may use the objectives as a motivational tool

c. Objectives should be tied to local situations and personal goals

7. a. Focuses attention on discussion of the information to reach the objectives

b. Presents the information in an orderly manner

8. Discussion should include the following:

a. Motivate students before starting the lesson

b. Use a variety of teaching methods

c. "Localize" and "personalize" the material contained in the information sheet

9. Discussion should include:

a. Use student's personal experiences

b. Be able to give the "why"

c. Be able to apply material to that particular community

d. Draw on teacher's personal experiences

e. Allow students to suggest objectives

10. Any two of the following

a. Audiovisual including videotaping

b. Resource library

c. Inject presently used materials

d. Use of attention getters

e. Field trips

f. Resource persons

11. b, c, d

12. a. Assignment sheet

    1) Practice

    2) Self-assessment

    b. Job sheet

    1) Practice a job

    2) Provide a list of materials, equipment, and tools needed

13. Any five of the following

    a. Test may be given at the completion of each unit

    b. Test may be broken up into smaller tests to fit teaching style

    c. Depending on the length and difficulty of the unit, the test may be administered in part throughout the teaching of the unit

    d. If objectives are modified, added, or deleted, the test must be modified to fit

    e. Unit test items may be sampled for nine weeks tests as well as semester tests

    f. Test may be administered as a pretest

14. Evaluated to the satisfaction of the instructor.

SUPPLEMENTING A UNIT OF INSTRUCTION
UNIT III

TERMINAL OBJECTIVE

After completion of this unit, the participant should be able to utilize instructional methods, additional materials, and audio and/or visual aids in supplementing a unit of instruction. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the participant should be able to:

1. Match terms associated with supplementing a unit of instruction to the correct definition.
2. Discuss procedures the teacher should follow in preparation for teaching a unit of instruction.
3. List means of supplementing a unit of instruction.
4. Select from a list sources of supplemental materials.
5. Discuss factors to consider when selecting supplemental materials.
6. Discuss methods which may be used in localizing and personalizing a unit of instruction.
7. List factors to consider when using audio and/or visual aids.
8. Discuss methods of instruction in relation to teaching a unit of instruction.
9. Select instructional methods which could be used in teaching a unit of instruction.
10. Select audio and/or visual aids which could be used in teaching a unit of instruction.
11. Demonstrate the ability to supplement a unit of instruction.

SUPPLEMENTING A UNIT OF INSTRUCTION
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheet.

B. Provide students with information and assignment sheets.

C. Make transparencies.

D. Discuss terminal and specific objectives.

E. Discuss information and assignment sheets.

F. Provide supplemental materials to the students for reinforcement of the information sheet.

G. Show a variety of audio and/or visual materials.

H. Demonstrate a variety of teaching methods in teaching this unit of instruction.

I. Provide units of instruction from which the participants can select a unit to teach.

J. Give test.

II. Participant:

A. Read objectives.

B. Study information sheet.

C. Complete and discuss assignment sheets.

D. Demonstrate methods of teaching a unit of instruction.

E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheet

C. Transparency masters

1. TM 1--Basic Core Curriculum
2. TM 2--Putting All Your Eggs in One Basket Isn't Always a Bad Idea
3. TM 3--Prepare to Teach
4. TM 4--Ways to Supplement Core Curriculum

D. Assignment sheets

1. Assignment Sheet #1--Select Instructional Methods
2. Assignment Sheet #2--Select Audio and/or Visual Aids
3. Assignment Sheet #3--Supplement a Unit of Instruction

E. Test

F. Answers to test

II. References:

A. Gronlund, Norman G. *Stating Behavioral Objectives For Classroom Instruction.* New York: The Macmillan Company, 1970.

B. Handout on Methods of Instruction. Stillwater, Oklahoma: Agricultural Education Department, Oklahoma State University, 1972.

C. Mager, Robert F. *Preparing Instructional Objectives.* Belmont, California: Fearon Publishers, 1962.

D. Popham, W. James and Eva L. Baker. *Systematic Instruction.* Englewood Cliffs, New Jersey: Prentice-Hall Inc.

SUPPLEMENTING A UNIT OF INSTRUCTION
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Supplement--To add to or make complete (Transparency 1)

B. Localize--Make materials relevant to the community (Transparency 1)

C. Personalize--Make materials relevant to the individual (Transparency 1)

D. Motivation--Process of stimulating the need or desire to act (Transparency 1)

E. Performance objective--Statement of performance that instruction is to produce stated in terms of observable or measurable student performance

F. Unit of instruction--Materials or information necessary for one or more class periods (Transparency 2)

G. Transparency master--Copy and/or artwork from which a transparency is made

II. Procedure a teacher should follow in preparation for teaching a unit of instruction (Transparency 3)

A. Review the objectives

B. Read the suggested activities

1. Follow instructions given for the instructor

2. Check on availability of references

(NOTE: This should be completed in advance of the preparation for teaching.)

C. Review the unit

1. Personalize and/or localize objectives

2. Reinforce knowledge of content by reviewing references and additional up-to-date information or materials

INFORMATION SHEET

3. Prepare for and complete activities outlined on assignment sheet

4. Secure tools, equipment and other materials needed for completion of job sheets

5. Revise test questions if objectives were changed

6. Take the test

D. Prepare instructional and supplemental materials for dissemination to students

1. Secure resource people

2. Arrange field trip

E. Plan motivational techniques

1. Use attention getters

2. Involve students

III. Means of supplementing instruction (Transparency 4)

A. Knowledge of subject matter

B. Audiovisuals

C. Resource library

D. Attention getters

E. Field trips

F. Resource persons

G. Current materials

H. Games and simulations

I. Case studies

J. Peer teaching

K. Personal experiences

(NOTE: These may be either teacher or student.)

L. Role playing

INFORMATION SHEET

IV. Sources of supplemental materials

- A. Industry
- B. Extension service
- C. Local businesses
- D. Newspapers
- E. Magazines
- F. Students
- G. Book companies
- H. Film libraries
- I. School personnel
- J. Government agencies
- K. Community people
- L. Labels
- M. Pamphlets
- N. Operator's manuals

V. Factors to consider when selecting supplemental materials

- A. Background of class
  - 1. Previous experience of students
  - 2. Capabilities of students
- B. Physical facilities available
- C. Attitudes of people in the community
- D. Availability of resources
  - 1. Books
  - 2. Equipment
  - 3. Other supplies

INFORMATION SHEET

VI. Methods which may be used in localizing and personalizing a unit of instruction

A. Localizing

1. Apply units of instruction to the local community
2. Add additional materials
   a. Newspapers
   b. Magazines
   c. Government publications

   (NOTE: Census and other statistical information are available.)
3. Invite local resource people
4. Arrange for field trips
5. Use teacher's experiences

B. Personalizing

1. Make course content relevant to home and/or work situations
2. Involve students in planning
3. Use student's personal experiences

   (NOTE: Use only if the teacher has knowledge of the student's prior experiences.)
4. Use peer teaching
5. Be able to justify the content

VII. Factors to consider when using audio and/or visual aids

A. Teaching needs reinforcement

B. Objectives may require support

Example: An objective which begins with the term identify may be supported with a transparency

C. Physical facilities

D. Availability of audio and/or visual equipment

INFORMATION SHEET

E. Availability of audio and/or visual aids

F. Attitudes of students

G. Availability of up to date aids

VIII. Methods in relation to teaching

A. Use a variety of methods

B. Consider objectives when selecting methods

C. Topic to be covered will help determine method

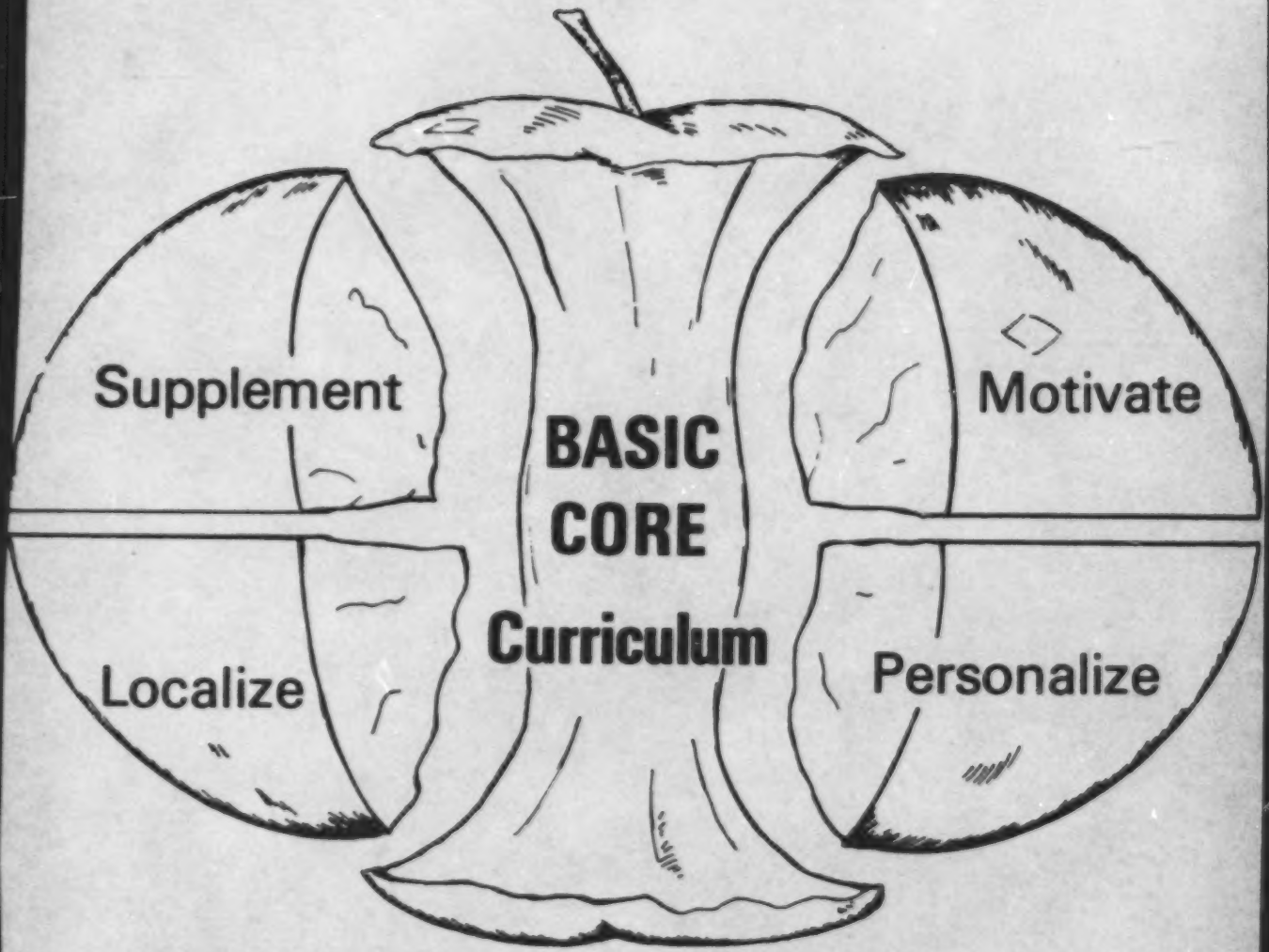
D. Components of a unit will influence method

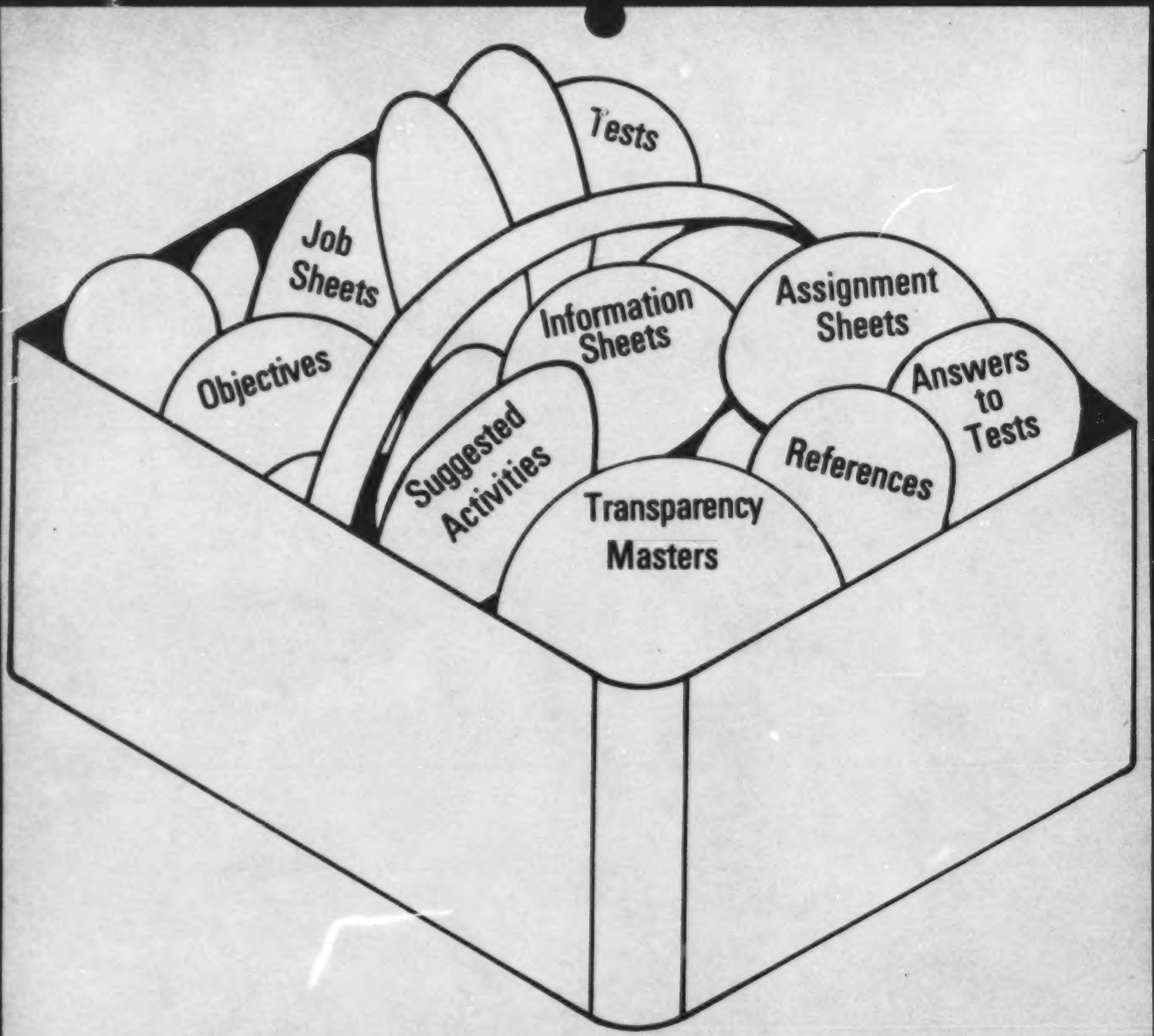
Example: Job sheets will require a demonstration.

E. Consider the size of group

F. Physical facilities

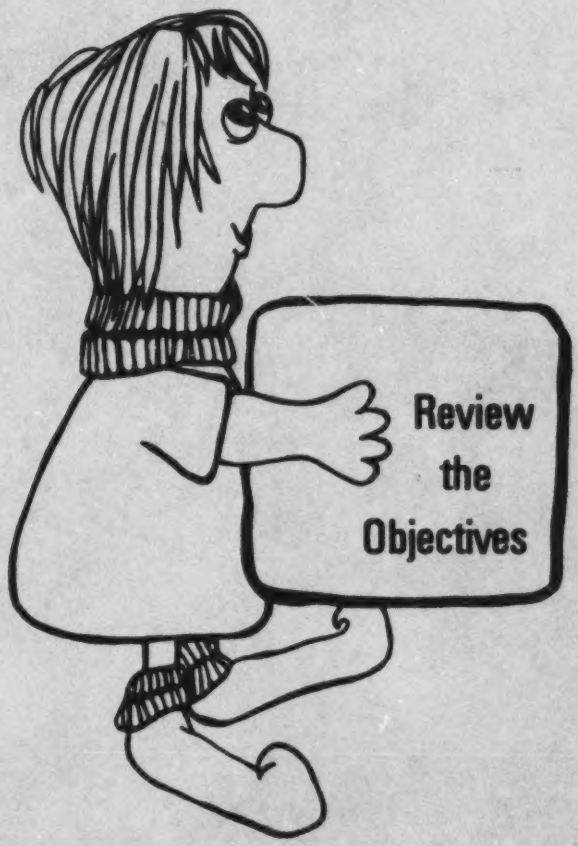
G. Consider time and cost


Supplement
Motivate
BASIC
CORE
Curriculum
Localize
Personalize



Putting All Your Eggs in One Basket Isn't Always a Bad Idea

Prepare to Teach



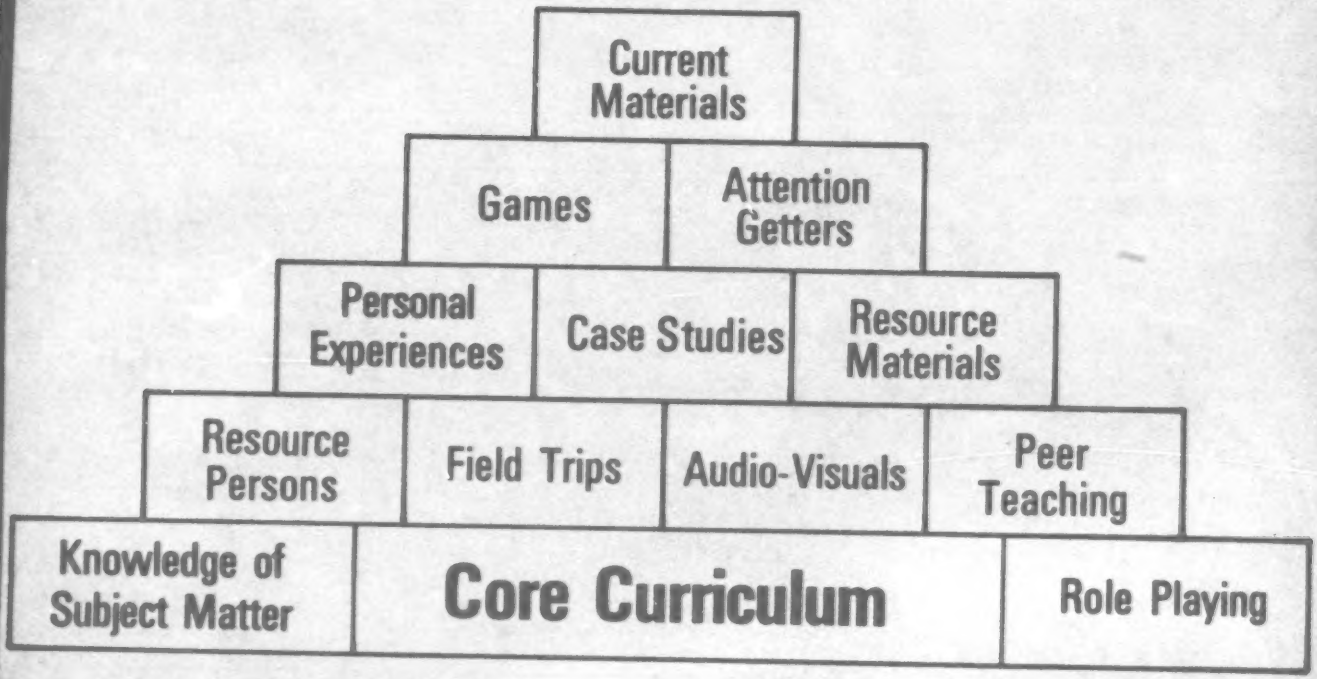
Plan Motivational Techniques

Prepare Materials for Dissemination

Review the Unit

Read the Suggested Activities

Ways To Supplement



SUPPLEMENTING A UNIT OF INSTRUCTION
UNIT III

ASSIGNMENT SHEET #1--SELECT INSTRUCTIONAL METHODS

A variety of methods may be used in teaching a unit of instruction. Examples are discussion, role playing, brainstorming, games, field trips, resource people, and case studies. Read the specific objectives for a unit on Job Orientation as listed below. To the left of the objective write the method(s) you could use in teaching each objective.

JOB ORIENTATION
SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

_____1. Select from a list sources of information on employment opportunities.

_____2. Discuss fundamentals of good grooming.

_____3. Distinguish between expectations of the employer and employee in their relationship.

_____4. Describe desirable personality traits and attitudes.

_____5. List ways of selling oneself in a personal interview.

_____6. List rules to observe during an interview.

_____7. Select from a list rules of telephone etiquette.

_____8. Describe how to write a letter of application.

_____9. Select from a list necessary information on a personal data sheet.

_____10. Select from a list suggestions for completing application forms.

_____11. Complete an application for employment.

_____12. Complete a personal data sheet.

_____13. Write a letter of application.

_____14. Demonstrate the ability to interview for a position.

SUPPLEMENTING A UNIT OF INSTRUCTION
UNIT III

ASSIGNMENT SHEET #2-SELECT AUDIO AND/OR VISUAL AIDS

Audio and/or visual materials are either available or can be developed with little effort. They serve to reinforce an instructor's teaching or may be used as the method of providing information to the students. Examples are video tapes, transparencies, charts, slides and filmstrips, bulletin boards, mobiles, and collages. Read the specific objectives for a unit on Job Orientation as listed below. To the left of the objective write the audio and/or visual aids which you could use in teaching each objective.

JOB ORIENTATION
SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

_____1. Select from a list sources of information on employment opportunities.

_____2. Discuss fundamentals of good grooming.

_____3. Distinguish between expectations of the employer and employee in their relationship.

_____4. Describe desirable personality traits and attitudes.

_____5. List ways of selling oneself in a personal interview.

_____6. List rules to observe during an interview.

_____7. Select from a list rules of telephone etiquette.

_____8. Describe how to write a letter of application.

_____9. Select from a list necessary information on a personal data sheet.

_____10. Select from a list suggestions for completing application forms.

_____11. Complete an application for employment.

_____12. Complete a personal data sheet.

_____13. Write a letter of application.

_____14. Demonstrate the ability to interview for a position.

SUPPLEMENTING A UNIT OF INSTRUCTION
UNIT III

ASSIGNMENT SHEET #3–SUPPLEMENT A UNIT OF INSTRUCTION

Select any unit of instruction which has been developed. Determine methods and additional materials including audio and/or visual aids. Demonstrate how you would supplement this unit of instruction.

SUPPLEMENTING A UNIT OF INSTRUCTION
UNIT III

TEST

1. Match the terms on the right to the correct definition.

_____	a. Materials or information necessary for one or more class periods	1.	Motivation
_____	b. Copy and/or artwork from which a transparency is made	2.	Localize
_____	c. Statement of performance that instruction is to produce stated in terms of observable or measurable student performance	3.	Unit of instruction
_____	d. Process of stimulating the need or desire to act	4.	Supplement
_____	e. Make materials relevant to the individuals	5.	Personalize
_____	f. Make materials relevant to the community	6.	Performance objective
_____	g. To add to or make complete	7.	Transparency master

2. Discuss procedures the teacher should follow in preparation for teaching a unit of instruction.

3. List six means of supplementing a unit of instruction.

   a.

   b.

   c.

   d.

   e.

   f.

4. Select sources of supplemental materials by placing an "X" in the appropriate blanks.

   _____a. Students

   _____b. Community people

   _____c. Newspapers

   _____d. Course outlines

   _____e. Book companies

   _____f. Newspapers

   _____g. Industry

   _____h. Film libraries

5. Discuss factors to consider when selecting supplemental materials.

6. Discuss methods which may be used in localizing and personalizing a unit of instruction.

7. List four factors to consider when using audio and/or visual aids.

   a.

   b.

   c.

   d.

8. Discuss methods of instruction in relation to teaching a unit of instruction.

9. Select instructional methods which could be used in teaching a unit of instruction.

10. Select audio and/or visual aids which could be used in teaching a unit of instruction.

11. Demonstrate the ability to supplement a unit of instruction.

    (NOTE: If the activities on test questions 9, 10, and 11 have not been accomplished prior to the test, ask the instructor when they should be completed.)

SUPPLEMENTING A UNIT OF INSTRUCTION
UNIT III

ANSWERS TO TEST

1. a. 3
   b. 7
   c. 6
   d. 1
   e. 5
   f. 2
   g. 4

2. Discussion should include:
   a. Review the objectives
   b. Read the suggested activities
      1) Follow instructions given for the instructor
      2) Check on availability of references
   c. Review the unit
      1) Personalize and/or localize objectives
      2) Reinforce knowledge of content by reviewing references and additional up-to-date information or materials
      3) Prepare for and complete activities outlined on assignment sheet
      4) Secure tools, equipment and other materials needed for completion of job sheets
      5) Revise test questions if objectives were changed
      6) Take the test
   d. Prepare instructional and supplemental materials for dissemination to students
      1) Secure resource people
      2) Arrange field trip

e. Plan motivational techniques

1) Use attention getters

2) Involve students

3. Any six of the following:

a. Knowledge of subject matter

b. Audiovisuals

c. Resource library

d. Attention getters

e. Field trips

f. Resource persons

g. Current materials

h. Games and simulations

i. Case studies

j. Peer teaching

k. Personal experiences

l. Role playing

4. a, b, c, e, f, g, h

5. Discussion should include:

a. Background of class

1) Previous experience of students

2) Capabilities of students

b. Physical facilities available

c. Attitudes of people in the community

d. Availability of resources

1) Books

2) Equipment

3) Other supplies

6. Discussion should include:

   a. Localizing

      1) Apply units of instruction to the local community

      2) Add additional materials

         a) Newspapers

         b) Magazines

         c) Government publications

      3) Invite local resource people

      4) Arrange for field trips

      5) Use teacher's experiences

   b. Personalizing

      1) Make course content relevant to home and/or work situations

      2) Involve students in planning

      3) Use student's personal experiences

      4) Use peer teaching

      5) Be able to justify the content

7. Any four of the following:

   a. Teaching needs reinforcement

   b. Objectives may require support

   c. Physical facilities

   d. Availability of audio and/or visual equipment

   e. Availability of audio and/or visual aids

   f. Attitudes of students

   g. Availability of up-to-date aids

8. Discussion should include:
   a. Use a variety of methods
   b. Consider objectives when selecting methods
   c. Topic to be covered will help determine method
   d. Components of a unit will influence method
   e. Consider the size of group
   f. Physical facilities
   g. Consider time and cost
9. Evaluated to the satisfaction of the instructor.
10. Evaluated to the satisfaction of the instructor.
11. Evaluated to the satisfaction of the instructor.